



Scotholme Primary - Discover (History LTP)

YEAR 1 HISTORY: THE VICTORIANS - LONG-TERM PLAN

PHILOSOPHICAL QUESTION

When is it okay to treat people differently?

HISTORICAL QUESTION:

Would you rather be a child now or in Victorian times?

LONG-TERM PLAN

Week	Threshold Concept	Content	Knowledge	Interactive Activities
1	Chronology	Discuss the Philosophical Question. What are the children's views? What was the Victorian period?	The Victorians lived a long time ago. Queen Victoria was the queen Past present Victorian period	Compare old/new objects, timeline work, dress-up
2	Investigate and interpret	What was life like for Victorian children?	Rich and poor children lived differently. Compare similarities and differences Rich, poor, servant	Compare toys, clothes and homes and match to poor and rich families
3	Use evidence to ask questions	Why did some children have to work?	Some children worked in factories and mines. Factory, coal, chimneys sweep	Role play factory work, sorting jobs
4	Investigate and interpret	What was school like for Victorian children?	Victorian schools were strict.	Compare schools then and now Victorian school day experience Brewhouse Yard visit

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5	Using sources of evidence	What happened to poor children?	Some families lived in workhouses. Use of photographs and artefacts Workhouse, chores	Laundry activities, role play Visit to The Workhouse at Southall
6	Using sources of evidence	Who helped children in Victorian times?	Some people wanted children to go to school. Lives of Lord Shaftesbury and Dr Barnardo Reform, education	Matching activity to things each man achieved during his life
7	Use evidence to ask questions	How are our lives different to Victorian times	Children's lives have changed. Compare similar different	Compare past and present lives Consider who has/had the better life
8	Communicate historically	Reflection of the unit of work Would you rather be a Victorian child?	Reflect on the big questions. History helps understand change	Write a script about an area we have learnt about and present it as part of a history documentary to our parents, along with our work and photos of trips and experiences

All of these are developing the children's overview of history



APPENDIX:

THRESHOLD CONCEPTS

Investigate and interpret the past	Greater level of questioning, such as why events happened, in what order and what can we learn about the past? Use artefacts, pictures, stories, online sources and databases to find out about the games. Identify some of the different ways the games have been represented.
Build an overview of world history	Describe historical events and people. Compare and contrast the rules of the ancient world and the current approach to equality and fairness. Recognise that attitudes were very different in the past and how this has changed.
Understand chronology	Place events and artefacts in order on a time line. Recount significant changes that have occurred in the history of the games. Use dates where appropriate.
Communicate historically	Use words and phrases such as: in the past, over time, then and now to refer to different periods in history. Demonstrate an understanding of how attitudes have changed over time.

Victorian Children and Their Lives

Year 1 History Knowledge Organiser

Big Question: Would you rather be a child now or in Victorian times?

Key dates to remember

1837	1870	1880	1891	1901
Victoria became queen	schools built where needed	ages 5-10 had to attend	school became free	Victorian period ended



Queen Victoria

Queen Victoria became queen in 1837. The years when she was queen are called the Victorian period. She ruled until 1901.



Rich and poor children

Rich children often had big homes, servants, toys and plenty of food.
Poor children could live in crowded homes and sometimes did not have enough food.



Children at work

Many poor children worked to help their families. Jobs included factories, coal mines, chimney sweeping, farms and street selling. Some jobs were dangerous.



Victorian school

Schools were strict.
Children sat in rows, learned reading, writing and maths, wrote on slates and repeated facts aloud.
Not all poor children went to school at first.



The workhouse

A workhouse was for very poor people with no money, food or home.
Life was hard.
Children did chores and could be separated from their families.



People who helped

Lord Shaftesbury helped change laws to protect children.
Dr Barnardo opened homes for poor and homeless children, giving them food, clothes, care and learning.

Words to Know and Remember

Use the words and pictures to help you retrieve what you know.



Vocabulary

past - a time that has already happened

present - now

Victorian period - the time when Queen Victoria was queen

rich - having lots of money and things

poor - having very little money

servant - a person paid to work in someone's home

factory - a building where things are made

chimney sweep - a person who cleaned chimneys

slate - a small board children wrote on

Vocabulary

strict - having firm rules

workhouse - a place very poor people could live and work

chores - jobs that need to be done

reform - a change made to improve something

education - learning at school

compare - look at what is the same and different

similar - almost the same

different - not the same

Quick retrieval

- Who was Queen Victoria?
- What year did she become queen?
- Name one Victorian child's job.
- What did children write on at school?
- What was a workhouse?
- Who helped change laws?
- Who opened homes for poor children?
- Tell your partner one way life is different today.





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ASSESSMENT OPPORTUNITIES

- Identify differences between past and present
- Use historical vocabulary
- Talk about Victorian life
- Compare schools then and now